*The preservice teacher
knows the discipline …*

Speech/Language Specialist
(Grades K-12)

The beginning (preservice) speech/language specialist will demonstrate a knowledge of and/or competency in the following areas of study:

1. **Philosophical, Historical, and Legal Foundations of Special Education** (CR III A)	A. Historical, social, and political issues which impact the field of special education and their relationship to developments in the field; (CC1-K2)
	B. The roles of community and advocacy groups and their influence on developments in special education; (CC1-K2, K5)
	C. Models, theories, and philosophies that provide the basis for special education practice; (CC1-K1)
	D. The existence of a disability does not preclude normal academic development, cognitive development, or communication ability;
	E. Issues in definition, identification and placement procedures for individuals with disabilities; and (CC1-K3-4)
	F. The legal basis and procedures including statutes, regulations, and case law which impact individuals with disabilities. (CC1-S2)
2. **Characteristics of Learners** (CR III A, B)	A. Similarities and differences in the development of individuals with one or more disabilities; (CC2-K1, K7)
	B. Characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities; (CC2-K3)
	C. Differential characteristics and levels of severity of individuals with communication disorders;

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Characteristics of Learners *(continued)*	·	Various cultural dimensions that impact an individual with a disability including racial/ethnic and/or disability cultures; (CC2-K5)
	·	The effect of one or more disabilities on an individual's learning; and (CC2-K2)
	·	Effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral and emotional needs of individuals with disabilities. (CC2-K6)
3. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process*) (CR III A, C) *as identified by Missouri Department of Elementary and Secondary Education*	A.	Legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process; (CC3-K2-3)
	B.	Appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments; (CC3-K5, S5)
	C.	Commonly used principles and terminology of psychometrics; (CC3-K1)
	D.	Strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities; (CC3-K7)
	E.	The influence of a language difference on assessment, eligibility, programming, and placement of individuals with communication disorders;
	F.	Continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs; (CC3-K8)
	G.	Methods for monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning); (CC3-K4, K9, S7, S11)
Assessment, Diagnosis,	H.	Understanding of the sequence and interrelationship of each step of the Special Education Process; and

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Evaluation, and Programming *(continued)*		each step of the Special Education Process; and (CC3-K3-4)
	I.	The terminology and impact of medical, therapeutic, and educational information on assessment and programming. (CC3-K1, S3)
4. **Instructional Content and Practice** (CR III A-C)	A.	Research-supported instructional practices, strategies, and materials used across the continuum of service delivery models; (CC4-K1, S2, S4)
	B.	Treatment implications as related to the continuum of service delivery models;
	C.	Principles of intervention for speech and/or language disorders;
	D.	Curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities; (CC4-K3)
	E.	Instructional practices used in teaching organization and study skills;
	F.	Effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities; (CC4-K1-2)
	G.	Articulatory and acoustic phonetics, including transcription skills;
	H.	Physics of sound and the use of instrumentation essential to the measurement of sound;
	I.	Normal development of speech, language, and hearing;
	J.	The relationship between a language impairment and learning disabilities;
	K.	Diversity of normal communication behaviors and developmental patterns found in a multicultural society;
	L.	Nature and prevention of language delay/disorders (form, content, and use);
	M.	Nature and prevention of hearing loss;
	N.	Range of audiologic assessment;
Instructional Content and	O.	Administration and interpretation of hearing and middle ear screening;

The beginning (preservice) speech/language specialist will demonstrate a knowledge of and/or competency in the following areas of study:

Practice *(continued)*	P. Principles and strategies applied by professionals for aural re/habilitation, including an awareness of deaf culture; Q. Nature and prevention of speech delays/disorders including but not limited to articulation, voice, and fluency; R. Human anatomy and physiology of the systems involved in communicative function; S. Genetics as related to communicative disorders; T. Accessing and acquiring curricular content knowledge as needed; (CC4-K4) U. Awareness of the scope of practice of professionals in the field of communication disorders; V. Linguistic prerequisites to academic and reading development; W. Relationship between language, learning, and behavior; X. Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments; and (CC4-K5) Y. Providing supports to students making age and grade level transitions including the transition to adult life.
5. Planning and Managing the Teaching and Learning Environment (CR III B, C)	A. Effective classroom management theories, methods, and techniques for individuals with disabilities incorporating research-supported practices; (CC5-K1-2) B. Universal precautions to maintain healthy and safe environments; (CC5-S1) C. Understanding when and how to access specialized resources, including funding sources; D. Strategies for using technology to enhance the teaching and learning environment; (CC5-K3) E. Strategies for managing time, schedules, and other associated variables for providing instruction; (CC5-S6)
Planning and Managing the Teaching and	F. Strategies for managing communication disorders on a group and individual basis; G. Strategies for utilizing mentors and role models in

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Learning Environment *(continued)*	programming for individuals with disabilities; and (CC5-S7) H. Strategies for directing the activities of a classroom paraprofessional and others in an assisting role. (CC5-S7)
6. **Student Behavior and Social Interaction Skills** (CR III B, C)	A. Legal and ethical standards regarding behavioral support systems for individuals with disabilities; (CC6-K1-2) B. Pragmatic language skills needed for social, educational, and functional-living environments; (CC6-K3) C. Community affiliation and advocacy issues and their influence on self-advocacy; (CC6-K6, S6) D. Strategies for crisis prevention/intervention; and (CC6-K5) E. Analyzes communicative intent of behavior (i.e., behaviors are messages). (CC6-K5)
7. **Communication and Collaborative Partnerships** (CR III A, B)	A. Strategies to promote access to information and facilities for individuals, families, school and community; (CC7-K1) B. Strategies to provide the appropriate communication access for individuals, families, school and community; (CC7-K1) C. Strategies to address concerns of families, teachers, students, and community related to individuals with disabilities; (CC7-K2) D. Collaboration skills necessary to participate as an active and knowledgeable member of an educational team; (CC7-K3) E. Skills required to participate as an active and knowledgeable member of a multi-disciplinary team; (CC7-K3)
Communication and Collaborative Partnerships *(continued)*	F. Roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel in planning and delivering an individualized program; (CC7-K4)

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	G. Strategies to address social and emotional issues that impact individuals with disabilities and their families; (CC7-K5, S5)
	H. General classroom settings, curriculum, and instructional strategies; (CC7-S6-7)
	I. Techniques that can be used to provide and support services in general education settings; (CC7-K4)
	J. Strategies for developing effective behavioral support systems within and across school and community settings; and
	K. Oral and written reporting skills that effectively reflect the diagnosis, status, and recommendations for individuals with communication disorders.
8. Professional and Ethical Practices and Resources (CR III A, B)	A. Consumer organizations accessed by individuals with disabilities;
	B. Ethical practices as defined by appropriate professional learned societies; and
	C. Educational reform initiatives at the state and national level.